DOCUMENT RESUME

ED 208 141 CE 030 097

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TITLE Training of Youth for Working Life in the Soviet Union. Reports Studies C.96.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
REPORT NO ED-81/WS/40
PUB DATE 81
NOTE 47p.; Foreword on the "Socio-economic and Cultural Context of Educational Development in the Europe Region" by B. Kluchnikov.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Education; Dropout Programs; Dropouts; *Educational Improvement; *Educational Philosophy; *Educational Research; Education Work Relationship; *General Education; Secondary Education; Student Attitudes; *Vocational Education; Work Attitudes; *Work Experience
IDENTIFIERS *USSR

ABSTRACT

The Soviet general secondary school provides youth with a wide range of knowledge and educates them in the spirit of communist consciousness and high moral standards. Research to improve labor training is guided by six principal premises of methodology: (1) Marxist-Leninist theory on the all-round and harmonious development of personality, (2) Marxist-Leninist theory on labor and its role in human life, (3) Marxist-Leninist theory on polytechnical education and its combination with productive labor, (4) dialectical nature of the interconnection of schooling with life and communist construction practice, and (6) complex approach to education of students to make them ready for everyday life activities. Involving youth in productive labor is seen as socially and pedagogically expedient. The purposes of labor training are to broaden students' polytechnical outlook, present and form knowledge and labor skills through practical activities, and foster a creative attitude toward labor, labor aesthetics, high moral qualities, respect for workers, and interests for various occupations. (Program content at various levels is described.) Efforts are directed at school leavers to stimulate them to seek education and a productive occupation. (A foreword discusses the socioeconomic and cultural context of educational development in the Europe region.) (YLB)

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TRAINING OF YOUTH FOR WORKING LIFE IN THE SOVIET UNION

by

N.P. Semykin

Foreword on the "socio-economic and cultural context of educational development in the Europe region"

by

B. Kluchnikov

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ED-81/WS/40

This paper was prepared for the Division of Educational Policy and Planning as part of its project study on the relationship between education and employment policies.

CE 030 097

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THE SOCIO-ECONOMIC AND CULTURAL CONTEXT OF EDUCATIONAL DEVELOPMENT IN THE EUROPE REGION

by B. Kluchnikov

Three country case studies on the relationship of education to employment are drawn to the attention of the reader : in France by J.J. Paul, EPP Report and Studies Series No. S.92, in the United States by Barry E. Stern, EPP Report and Studies Series No. 93 and on training of youth for working life in the Soviet Union by N.P. Semykin, EPP Report and Studies Series No. 96. The programme of educational policy and planning of Unesco has always considered the relevancy of education to employment needs as a priority for research, studies and advisory services to Member States. This theme has been further emphasized since the ILO World Employment Conference in 1976 as well as following the decisions of the 20th and 21st sessions of the General Conference of Unesco. The third conference of Ministers of Education of the Member States of the Europe region, organized by Unesco with the cooperation of the UN Commission for Europe, June 1980, has adopted a special recommendation with regard to education and the world of work. The conference emphasized the increased socio-economic functions of educational systems. The fact that practical work of pupils and students is an important factor in the modern process of education, the Conference studied the experience gained by the Member States in developing education and linking it with the world of work. At the same time it has invited the participating Member States to further improve the links between education and employment. The Conference recommended the Member States :

1. to develop and amplify the connection between education and the world of work and to ensure creative collaboration between educational institutions, business, industry and establishments concerned with science, public health and culture;
2. to assist by all possible means the effort to find ways of enhancing the effectiveness and quality of education, ensuring in particular the best possible balance between general and vocationally oriented education and to take more active steps to introduce practical work into the teaching and education process for pupils and students in secondary and higher educational establishments;

3. to strive to achieve greater efficiency in the process of introducing school-leavers and graduates to working surroundings and providing for their full employment in accordance with the type of education received and for their rapid adaptation to the world of work;
4. to promote the supply and flow of information and to strengthen co-operation in this field so as to enable them to become more acquainted with the experiences of each other's countries;

The Conference recommended the Director-General of Unesco :

1. to give particular attention in future programmes to problems related to a better articulation between education and the world of work, including in-depth studies, evaluation by specialists and expert meetings aimed at promoting greater co-operation amongst Member States of the Europe region;
2. to facilitate the dissemination of information through existing information networks on the experiences of Member States in their search for ways in which educational institutions and employers collaborate in the education of students for the world of work. [1]

The proposed studies analyze the socio-economic and cultural context of educational development in which the relationship between education and employment is developing. The three studies are coming to different conclusions which is natural taking into account the considerable differences existing between the United States, France and the Soviet Union. In my opinion, however, it was appropriate, while introducing these studies, to make an attempt to identify some common characteristics in the socio-economic and cultural contexts in which the relationship between education and employment is developing in the United States, in France and in the Soviet Union. It is therefore very difficult, if not impossible, to generalize the recent trends and their impact on education and employment for the region as a whole. Still, there are a large number of emerging characteristics of the societal environment of education, which most European countries have in common and which present problems of choice for educational policy makers in the region. Such policy options are increasingly determined by the need of educational systems to respond :

- to relatively <u>short-term</u> changes in demographic and financial variables as well as to <u>long-term</u> socio-cultural and technological tranformation effecting the life of a generation and its learning needs;
- to the satisfaction of personal learning needs and <u>individual</u> educational demands of each citizen as well as of the socio-cultural and economic needs of <u>society</u> as a whole.

1) Recommendation III/3

The common challenge in all countries of the region is that, in order to respond effectively to the above cited demands, educational systems must become increasingly complex social organizations, in constant and dynamic change to respond to the transformation of European societies and their place in the world.

Economic and Technological Developments

The long-term economic context of educational developments in the region is characterized by a decade of high although uneven, economic growth in many European countries, which has made possible considerable improvements of the living standards of many Europeans.

Many of the industrially developed countries are now reaching the threshhold of a "post-industrial" society or of "developed socialist societies" and have undergone far-reaching changes in technology and methods of production which have had a profound impact on the structures and content of educational systems.

Economic growth in the region has been one of the major forces on the expansion of the educational systems. Rising household incomes have permitted families to finance the costs of foregone earnings of youth and of tuition charges (if required) necessary to allow an extension of school attendance; increases in available public funds have enabled considerable growth in educational expenditures; growth has generated the need for school related skills for productive employment and the private returns to investment in education have been high over the last decades in most European countries.

At the same time, the educational systems of the region are being challenged to respond quickly to provide the labour-force with sources for adaptability, new skills and knowledge and to provide all citizens with the values, norms and attitudes how to live with a constant and accelerating pace of change which economic development and technological innovation have brought about. Educational systems in Europe today have thus been largely shaped by economic growth and educational expansion which advanced together and provided a stimulus and outlet for the rise in educational levels and aspirations and for educational reforms and innovations.

In the more recent, short-term, economic context, many countries of the region face a number of new problems. While the response of each individual country to these problems have been different depending mainly on the development vision and strategy chosen by such societies for their future, the problems provide a common challenge.

First, the 1973-75 world-wide recession and the slow economic recovery in many countries of the region followed by a new and more profound recession resulting inter alia from the energy crisis have reduced the capacity of most economies more-or-less painlessly to absorb rising levels of education among the population as a whole. According to the UN Economic Commission for Europe, the GDP of the West European countries increased by only 2 per cent with 4.5 per cent in 1976. In Southern Europe, the rate of growth of domestic product decelerated in Greece and Turkey, remained almost as low as in 1976 in Spain and increased in Portugal and Yugoslavia. The economic expansion in Eastern Europe in 1977 turned out to be less rigorous than planned; the aggregate net material product for the East European countries and the Soviet Union together rose by 4.2 per cent (compared with 5.2 per cent in 1976). Growth targets for 1978 have been set at a level close to the actual rates achieved in 1977. Source : The European Economy in 1977. Part II of Economic Survey of Europe in 1977, U.N. New York 1978 reports. Especially in the market economies of Western Europe, the overall structure of employment, the content of jobs, working conditions and management styles have not developed to match the high levels of education and aspiration of the population. As in these societies the burden of graduate unemployment falls mostly on under-privileged groups, policy makers have become increasingly aware as to the limitations of education in itself as a major instrument for achieving democratization and social justice.

The situation is very different in the East European countries both with regard to economic development and to employment problems. In the Soviet Union, the Head of State, L.I. Breshniev, stated at the XXVI Congress of the CP of USSR in February 1981, that "on the whole the national economy of the country has taken a considerable step forward in the 1970's in its further strengthening and development". [1] The comprehensive planning approach is well established in the sense that the components of the social budget, including education, are integral to the economic planning process. Educational expenditures are provided to achieve equality of learning opportunities but also to realize the objectives of manpower policy and, more generally, of the economic targets of the plan.

But also in these economies, where every graduate produced has, in principle a job already waiting for him, there are reportedly high labour turn-over rates in the younger age groups which suggests that there is some restlessness and a desire to experiment with different types of employment, training and education.

Secondly, in many countries of the region, the growth of educational expenditure has slowed down, mainly because of restrictive budgetary policies and competing claims of other social sectors for social security of the population.

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1) Pravda, 24 February 1981

In these countries, the pressures to economize in the field of education comes at a moment in time where, mainly because of the rapid expansion of education in the 1960's educational systems have become increasingly complex, requiring additional funds for development-oriented institutions and for new mechanisms for decentralized management of educational change.

The educational responses to the above economic changes and to the challenges of a New International Economic Order (NIEO) effecting the prospects of the region as a whole, have been varied. There is growing evidence which would suggest that in the Europe region, national initiatives in education are being guided by a concern that educational development should not be constrained in relation to short-term external economic factors but should continue to serve long-term plural socio-cultural as well as economic aims in a flexible and imaginative manner, within the context of lifelong education, aiming at a more equal distribution of labour, leisure and education over a person's life cycle. Educational policies should not be blindly subordinated to employment requirements. Educational policy should in its turn influence the investments, decisions, job creations and employment policies.

Demographic factors

The study of population, its dynamics and effects on educational development is vital in forward educational planning. In most countries of the region, fluctuations in fertility during the last decade have further increased the uncertainty of demographic forecasts and such forecasts alone can no longer provide a valid basis for the planning of future educational provisions since the renewal of the age pyramid from the basis will remain irregular.

The population of Europe - both in numbers and in structure - has been modified considerably in the last decade by unpredicted changes in birthrates and patterns of migration. No definite trends can be observed as common to the entire region and it is for this purpose that a more detailed analysis by country and group of countries had to be undertaken.

The considerable impact of changes in demographic variables of educational development can possibly be illustrated best by providing some specific national examples.

The number of children in the USSR, the age of whom corresponds to kinder-gardens and primary school decreased in the period of 1970-1975 by 4 mln, or by 19 %; the age group of 10-14 years decreased by more than 1 million, with a further decrease in 1980 by 4 mln. The dominant factor in this unusual (for new history) development is the second wave effect of the Second World War, during which the country lost 20 mln of its most productive and efficient citizens.

In the GDR where the complicated demographic structure of the population is also mainly caused by historical events, national projections foresee that the age group 19-22 (i.e. the potential higher education students) will increase from about 260.000 in 1975 to 283.000 in 1980, then decrease gradually to about 180.000 by 1983 to reach another high level of 230.000 by the year 2000. These fluctuations will make it very difficult if not almost impossible to plan higher education in relation to manpower demands from an economic sector which, according to a recent survey among industrial/commercial enterprises, claims that there will be jobs for between 200.000 - 220.000 university graduates by 1993 i.e. more than the student population likely to be available in that year.

In the United Kingdom, the declining birth-rate is already making itself felt in primary schools where pupil numbers have been dropping since 1974. The latest forecast by the Department of Education and Science [1] suggests that by 1981 the primary school population in England and Wales will be almost 800.000 down on its level in 1975; whatever happens with the birth-rate, the primary school population will continue to decline until about 1985 which time enrolments are expected to be between 400.000 and 700.000 below their 1981 level. Primary school enrolments are unlikely to return to their present level until around the year 2000, unless there are remarkable changes in the birth-rate. From 1980 onwards also the secondary school enrolments in England and Wales will start to fall and by 1981 they will be between 1 million and 1.2 million lower than their level in 1980, depending upon the course of the birth-rate in the next few years. It is expected that pupil numbers at this level will begin to increase again after 1981. The above picture indicates not only substantial reductions in school enrolment but also a very considerable dislocation between their emergence over time. While in the later years of this decade, primary school enrolment will be falling and secondary school enrolment will be on the rise, in the second half of the next decade the situation is likely to be entirely the reverse. Of course this will have a serious impact on the planned reallocation of financial and human resources to different parts of the educational system in the coming decade.

A few general conclusions can still be made. The decline of fertility in many countries of the region will involve further aging of the total population while the proportion of younger people in the population will decrease. This will raise in a number of countries questions of social transfers between generations for various collective needs and their cost. In many countries of the region, the decline

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1) See : The Future School Population, Department of Education and Science Reports on Education, June 1976.

in the size of the school-age groups will, in time, have repercussions on the successive study cycles and the new upturn in the birth-rate, predicted by some, will give rise to opposite tendencies in each cycle. This situation raises difficult problems with regard to the availability of teachers and buildings, alternating between surplus and shortage, given a constant utilisation rate of these resources.

The downward trend of enrolment in the 5-14 age groups in most countries of the region has raised new management problems in compulsory education. A surplus of teachers and facilities, a lower renewal of the teaching staff (implying an increase in their average age) a reduction in building needs etc. will, also in the future, effect the distribution of educational outlays in these countries. The real picture is even made more complex by internal migratory movements (of which there are almost no forecasts) and urbanization trends characterized by the growth of small and medium size towns caused by the shift out of agriculture, all of which will influence the educational needs and requirements of specific areas and population groups. The consequent need for a redeployment and reallocation of teachers and buildings will also have a qualitative aspect since, in countries with a declining enrolment, there will be pressures, mainly from teachers and parents, to take advantage of this situation and improve the quality of education by e.g. lowering the pupil-teachers and/or pupil-classroom ratios.

Social Developments

In all countries of the region new approaches to social policy have been adopted The concept of the responsibility of the State for the welfare of all its citizens has been widely accepted and dynamic programmes have been designed in this field.

Allowing for the variations in ideology and political objectives, in the various countries of Europe, there is a common consensus that the cost of economic growth should not be unevenly shared by different groups in the community.

Within this basically positive context, a large number of problems remain and provide challenging tasks for educational systems in the region. Policy makers in the field of education are faced with such questions as : what is the right education which contributes to strengthening peace; to making European societies more human, which responds better to the needs of the underprivileged, and is better equipped to deal with the complexity of modern life, better structured to cope with a rapidly changing political, economic, technological and socio-cultural environment and is better organized to make life and work more richly rewarding, morally, spiritually and materially ?

Strong social pressures have continued to operate for the democratization of education, conceived not only in terms of an increasing responsiveness of education to the reduction of disparities among social groups and regions but also in terms of the role of education in improving the levels of living and working conditions of the entire society and in enhancing the participation of individuals in the decision-making process.

Technological change, has influenced the pattern of relationships among men and between men and machines. In an effort to improve teamwork, to reduce monotony, alienation and excessive routinisation of jobs, more attention has to be paid to the relationships between education and the entire working environment and to the social skills required for occupations at all levels.

In coming to grips with the problem of social and income inequalities, Eastern and Western Europe alike have been devoting special attention to the situation of women and their role in society. The increase in female employment, the change in family patterns and in the social role of women, her equal rights and opportunities have further emphasized the need for more child-care and pre-school services. The continuous change in basic social values relating to the respective roles and responsibilities of the family and of society with regard to the education and care of young children has helped to stimulate provision of learning opportunities at this level to meet an ever increasing demand.

In a large number of countries of Western and Southern Europe, the growing number of educated young people looking for a first job, the large increases in the youth labour supply coupled with a slowing-down in the demand for labour has, means substantial increases in youth unemployment in these countries. The marginalization of young people who remain outside the mainstream of social and economic life and who, increasingly, sense a feeling of conflict between their socio-cultural and political emancipation and their increasingly subordinate economic and other roles in society, have in a number of countries led to concerted action and intersectoral programmes by education and labour ministries, involving participation of teachers organizations, labour unions, etc. The impact of the mass-media (radio, TV, etc.) on the learning process of children and youth has not yet been fully understood. But certainly the media influence standards of information, time allocation, the choice and quality of leisure and enjoyment of culture and they transmit values, behaviour, standards of cultural taste. Most of these factors are important in the development of the intellectual,physical,emotional and moral capacities of individuals, functions which education cannot monopolize anymore. Thus, the integration of education and communication within a system of life long learning is a challenge recognized by a large number of countries of the region.

An important indirect effect of demographic trends on social and educational policies, is the continuous decline (between 1970 and 1990) of the proportion of young people in the population in some countries of the region. The effect of the ageing of the population on the educational environment of youth is difficult to foresee. A lowering rate of increase of youth labour-supply in the future may reduce present patterns of youth unemployment in Western Europe and North America. But the ageing of the working population may also reduce occupational and geographical mobility and prospects for career promotion in the countries which will considerably influence the motivations and aspirations of students for certain jobs and will effect their educational choice.

At the local and institutional levels, many governments have translated the above concerns in measures to improve the relationships between the school and the community. Some European countries have made the school the vital centre from which to improve the organization of community services for children and young people and to bring community influences to bear on the schools so that they better reflect community needs. Countries have conceived the school as a key institution in improving a variety of social objectives in local communities such as : the intermingling of different socio-economic groups, the integration of immigrants or racial groups, the reorganization of depressed urban areas, etc. Community participation in educational matters as well as the participation of the school in helping to solve community problems can be observed in most countries of the region.

Cultural Developments

Throughout Europe, education has contributed to the swelling tide of human aspirations which cut across all differences of political regime, ideological outlook, economic system and social structure.

The major question which policy makers in the field of education and culture are now facing is : Has Europe's obsession with technological change, economic growth and material progress not resulted in a progressive "dehumanization" and "deculturalization" of European societies ? Has too much emphasis been placed on the adaptation of man and his learning needs, to productivity and technological change, rather than vice versa ? And if so, what would be the role of education in assisting to correct such imbalances ? In the Europe region, education is increasingly being regarded not only as an instrument to attain an appropriate job and material gains but as something that must be judged in its own right, as a means towards a better socio-cultural life. To what extent have countries in the region succeeded to accommodate this concern effectively into their educational development policies, plans and programmes ?

Many countries are now in a process of translating the human values and attitudes attached to education for occupational preparation and for self-realization and the societal beliefs and norms about different stages of the individual's life-cycle (learning/work/leisure) into flexible educational structures and into a relevant curriculum. In most countries of the region, it seems, however, to be a lack of cross-cultural studies in which the characteristics of society or of sub-cultures are related to the individual demand for education and by which the trends in cultural determinants are compared to changes in the demand for education. Educational policy makers have thus very little concrete evidence on which basis they could answer to the above questions.

A few general trends can be observed, however :

- Of great concern in many countries of the region have been the conditions of foreign workers who constitute a large and under-privileged proletariat in the more advanced nations of Europe, living in cultural and social isolation from the rest of society.

- There is a growing tendency especially among the youth in a number of European countries to call into question many of the accepted values and goals of society. In some countries of the region this change in attitude regarding economic growth, material progress, science and technology and the industrialized and consumer society in general has, in extreme cases, even led to open revolt against the present economic system and its institutions (industrial disputes, student/teacher strikes, absenteism, etc.)

- Many countries of the region are recognizing the positive role which education can play in the transmission of the values, behaviour and standards of cultural taste particular to each society. Within this context, one can observe a growing trend in many European countries to integrate cultural and sports activities into the educational and training programmes for in-school and out-of-school youth and adults, with a view to attaining a more equal distribution of leisure, learning and labour, over an individual's life cycle.

This is so far as the common features in social, cultural and economic developments is concerned. The three studies mentioned open different prospects for the future of educational development and its relevancy to social and economic needs in USA, France and the USSR.

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INTRODUCTION

This article conveys the Soviet state policy in the field of training youth ready for work. According to the articles of the USSR Constitution the main target of education is all-round development of a personality. Education in the USSR is available for all, free of charge and unified. The process of education is being improved in all categories of educational institutions and is aimed at providing youth with wide-range of knowledge, and educating them in the spirit of communist consciousness and high moral standards.

The problems of methods of education and labour training of students and research methods are regarded from Marxist-Leninist philosophy viewpoint. The article gives concrete examples of social and pedagogical expediency of involving youth into the process of productive labour. It encompasses diligence, reasonable organization of work, better efficiency, socialist initiative and instilling the feeling of being a master of industry.

The article reveals the main principles of the labour training programme the essence of which is in broadening the polytechnical outlook of students, in presenting and forming knowledge and labour skills in them in the process of practical activities, a conscious and creative attitude towards labour, habits of culture of labour, high moral qualities, respect for workers, interests for various occupations. Occupational guidance is included into the process of labour training of the youth.

The target of the Soviet general secondary school consists of in providing the drop-outs not only with the definite occupation, but in their harmonious development, polytechnical education, and assistance in choosing the right occupation out of all those available in the society at the present stage.

1. The Soviet Governmental Policy in the sphere of education and training of skilled workers.

The Soviet general secondary school is the initial stage and the foundation of the whole system of public education in the country. The school, by the character and the range of knowledge and skills given to a student, provides for broad opportunities in choosing the necessary and disirable profession as it has everything for ensuring the general education as a means of introducing a person into the surrounding world. The Soviet school is characterised by universal accessibility, wide democratism, tuition free of charge, harmonious structure of upbringing and presenting knowledge similar to the system of education in the country on the whole.

Education means no only the scope of definite knowledge but also its correct application, its combination with behaviour, and striving for the highest level of labour efficiency.

The specific role of education in social development is expressed through the following functions: general educating of members of the society, training and inservice training of workers and specialists. Being the source of obtaining scientific knowledge, education in its turn becomes the indispensable link for the development of science and technology which accumulate the highest achievements of human knowledge and experience.

The higher the social level of industry and its technology, the higher is the level and broader the scope of human abilities.

The educational system is also one of the effective means of social structure development control of the Soviet society, a powerful factor of gradual removal of social and class differences, and formation of homogeneity of the society.

Public education has a number of peculiarities at the present stage: well-developed material basis; intensive growth and high quality of professional and technical and secondary special training of highly skilled workers; high scientific level and its close link with scientific and technical progress; growth of erudition of educational personnel.

The most important social task of implementation of general secondary education in the rising generation has been solved in our country. The general secondary education provides higher and equal level of education of youth out of all classes and social groups of the Soviet society.

The demands for general education, professional and cultural standards of the members of the society are growing under the conditions of developed socialism; the process of changing the content of education, means and methods of teaching and acquisition of knowledge is taking place.

"Communist upbringing presupposes the constant improvement of the public education system and professional training. This is most important nowadays under conditions of scientific and technical revolution. It imparts some other than previously existing features of labour and therefore to labour training of a person. We are making a great deal of progress in this respect. But what has been done and is being done does not solve all the problems in this sphere. In particular, the necessity of further serious improvement of the general education system on the whole and firstly of secondary school is ovbious." (1)

All the preceding achievements are being consolidated in the process of upbringing of the generations to come. Soviet school affords all the children secondary education. Paths to a collective farm-field and industrial work-shop, to a scientific laboratory and artist's studio start at school.

Labour is the main sphere of manifestation of human abilities. As it was stressed at the XXVth CPSU Congress, workers of the new type should possess a wide scope of professional knowledge and skill, profound knowledge of polytechnical fundamentals of an industrial enterprise and should quickly master new machines and technological processes. (2) With this aim in view socio-economic policy of our country is directed at an increase of intellectual potential of working people that is characterised by the high standards of their of their general, social, professional and technical education.

Standardized state policy in the field of training skilled personnel is the decisive condition for the implementation of this task. This means that the state determines the aims, tasks and scope of skilled workers' training, finances educational establishments, defines the content of educational processes, organizes professional training of youth and ensures the combination of education with productive labour and communist upbringing.

Nowadays education is closely connected with industry. Further development of the public education system is taking place in this country in accordance with the requirements of scientific and technological progress and the tasks of steadily increasing the cultural, technical and general educational standards of the working people and perfecting the training of skilled workers and specialists.

The new Constitution of the USSR - a document of tremendous vital force reflects the inclinations of the rising generations on a large scale. Special care for child health has been promoted to the rank of a law (Art. 42), as well as the development of a wide network of institutions for children (Art. 53), free education of all kinds on the basis of integrity of education with life, with industry (Art.45), and the development of professional training systems (Art. 40). Among the duties of the citizens of the USSR the duty of taking care of children's education and making them ready for socially useful labour is proclaimed (Art.66).

In 1977-1978 in our country 45.4 million students studied in general secondary schools of all types, 9.7 million - in secondary vocational schools and institutions of higher learning. 11 million students will be trained within the tenth five-year plan period in the system of professional and technical education. More than 60 million workers have improved their professional skills during the ninth five-year plan period alone, while the share of working people with higher and secondary (complete and incomplete) education has risen by 18% among all the people engaged in the national economy. The number of scientific workers in the national economy has increased by 28% and of specialists - by 30%.

Much is being done for the improvement of the material and technical provision of schools. The volume of capital investments that has gone into the development of a material basis of higher educational establishments and technical schools has grown sharply. Educational institutions are systematically reinforced by highly skilled specialists.

96% of 17-18 year-old youths had general secondary education in 1978. The high standard of general secondary education lets the youth overcome narrow-mindedness, lop-sided development in their socially useful activities, makes them capable of correct assessment of social events and human actions and defines the moral character of the young generation of builders of communism.

The Soviet system of education promotes enlarged reproduction of skilled workers, formation of a harmoniously developed personality of communist society, the gradual overcoming of essential differences between mental and physical labour, between town and countryside, bringing nations closer together and consolidating friendship of peoples.

2. Methods of investigation of school-children's labour training problems.

In solving topical tasks set by the Communist party of the Soviet Union and the Soviet government to a school, radical improvement of labour training of school-children for the national economy and conscious choice of future occupation in accordance with personal inclinations and needs of the society is of great importance. This work is of a complex character: it is connected with the solving of social and political, economic, psychological and pedagogical and other problems.

Therefore, it is important to define the theoretical fundamentals of this problem. Labour training depends on the level of productive forces' development, on the existing social division of labour and class relations and on the ideological doctrines dominating in society. Such is the initial methodological Marxist-Leninist stand on the problem of education and labour

training. Here we single out six principal premises of methodology by which research is guided:

I. Marxist-Leninist theory on the all-round and harmonious development of personality.

Harmonious development of a new type of personality is an integral feature synthesising and accumulating all the most important characteristics of a person as a worker, citizen, family man, etc. Being the target of communist society, the harmony of development of a personality is at the same time the target and the task of a personality proper. The all-round development of a personality, the formation and application of individual abilities and possibilities is preconditioned first of all by a variety of human activities in social production, diversity and complexity of social relations in the sphere of which a person is involved.

The interests of society exist objectively and frame its particular objective relations in regard to the conditions of its own development. Working masses are the main bearers of the interests of a society, and with their activities and development of productive forces, improvement of all social relations, creation of material and spiritual culture as well as conditions for all-round development of a person is connected. And here is the primary concern of our socialist society.

The interests of a personality are in accordance with the Marxist-Leninist notion of its essence. The essence of a human personality is determined by the existing social relations. V.I. Lenin wrote: "The sociologist-materialist, having as an object of his study definite social relations, already studies concrete persons, of whose actions these relations consist." (3)

The interests of a personality are the result of his objective position in the system of social relations and they are not restricted by purely private interests characterizing it as an individuality, though we recognize and take them into account. We hold that the interests of a personality make up a system where social and private interests are dialectically inter-related. The society

is the source of existence and development for every personality. As the basis of the socialist society is the socialist ownership of the meands of production there exists objective interests of members of the society in further increase of its wealth and improvement of its development. That is, the struggle for the social interests is one of the conditions of satisfying personal interests. In its turn, the prime task of the socialist society consists in satisfying growing requirements of its members, i.e. as it is pointed out in the USSR Constitution the society "pursues the aim of giving citizens more and more real opportunities to apply their creative energies, abilities, and talents and to develop their personalities in every way." (4) And one cannot agree with the statement of some sociologists about so-called "excessive education". They believe that since the level of education and skilfullness of many workers is ahead of up-to-date opportunities of industry, their knowledge and creative abilities cannot be used to the full extent and this creates a serious social problem. Obviously, first of all, it should be borne in mind that social functions of working people of socialist society are by far more complex and sophisticated than the most complicated professional functions of workers. The level of education of our worker determines the content of his social activity, defines his participation in economic, political and cultural relations and influences the psychological and moral atmosphere of labour, everyday life, etc. And here it may not be out of place to recall the words from "The Communist Manifesto" where it is said: "...free development of every person is a condition for free development of all", (5) and that is why such a development can never become "excessive".

The main feature of a human personality resides in the fact that it appears as a subject of social relations which form its social essence. The content of socialist relations defines the content of a personality's social activity and its consciousness.

The founders of Marxism showed that this or that personality being a bearer of general human social features (i.e. being a subject of labour, communication, cognition, etc.), has a number of historically definite peculiarities characterising it as a

representative of this or that social group and community of people according to class status, nationality, kind of activity, occupation, political orientation, etc. All these features are integrated in a personality as in a subject of social relations. "Essence of a "given personality" Marx wrote, constitutes its "social quality".(6)

Thus, Marxism-Leninism convincingly showed the dependence of the degree of personal development on the variety of human activities in social production, on the scope of his social relations with other people, on the diversity of his social involvement.

Education of school children under conditions of a developed socialist society should be regarded as an organic combination of social and personal interests with the determining significance of the former. This principle is one of the items of the USSR Constitution and it says that under conditions of developed socialism increase of well-being of a person, broadening of his civil rights and freedoms and ensurance of his all-round development are directly dependent on the level of economy and culture of the society and power of the socialist state.

The task of a school is to form pupils' thoughts and emotions in a certain manner, to encourage them to conscious and active participation in solving the tasks of communist construction, i.e. social requirements of society should be turned into the inner need of a personality. This task is being solved most comprehensively in the process of labour in national economy and in students' contacts with labour collectives.

The content and trend of students' spiritual interests should be conditioned by the content of material production. Marxism "explains the ideological formations out of material practice." (7)

2. Marxist-Leninist theory on labour and its role in human life.

Human activity is not only the means of industrial and social development, of changing their concrete conditions, but is also the means of existence and development of a man himself, the determining condition of the formation of a person and the total combination of his features and relations. The founders of Marxism-Leninism worked out a scientific conception of a human's development, his formation in a creatively transforming activity and scientifically substantiated man-forming functions of labour. Labour is "the first and principal condition of the whole human life and to such an extent at that, that we must say in a certain sense: labour has made a man himself." (8)

Socialist society for the first time in history provides such conditions under which labour has actually become the sphere of human activities in which, as defined by Marxism-Leninism, abilities and aptitudes of every person are revealed and used to the utmost for the benefit of the society. Socially significant features and qualities of a personality are being harmoniously developed and due to it labour ceased to be only the means for life but becomes more and more the prime necessity of life. "The communist organization of social labour, - V.I. Lenin wrote, - the first step to which is socialism is based and in the course of time will be still more based on free and conscious discipline of workers themselves..." (9)

Among the various aspects of human activities - labour, study, cognition, communication, play - labour occupies the major and decisive place. The formation of a person of high moral standards, with initiative and creatively minded, regarding labour as the first vital necessity is possible only under conditions of his earliest possible involvement into conscious labour, an upbringing of respect and an honest attitude towards any kind of labour. The basic features of a person are formed in childhood. They are diligence, resourcefulness, persistence, ability in self-discipline and self-organization and interest in definite activities. It is precisely these features of a person which help to raise the labour productivity, to join successfully working staff, to assert oneself in life and express self-dependency.

3. Marxist-Leninist theory on polytechnical education and its combination with productive labour.

Labour training serves to widen the polytechnical outlook of students, to supplement and concretise the general scientific knowledge of fundamentals of industry gained by them in the course of learning general subjects, to form general skills to be used in industry, exercise in definite types of jobs and learning principal branches of modern production. Alongside with this great attention should be paid to special preparation of students to ground their involvement into efficient productive labour. Polytechnical orientation of labour training and productive work of students are dialectically interconnected, contributing to all-round and harmonious development of students and bringing them closer to acquiring a definite occupation, wide-ranged scientific and technical outlook being the necessary provision.

4. Dialectical nature of the inter-connection between productive forces and industrial relations.

Guided by further development prospects of productive forces and relations of production under conditions of developed socialism, Soviet schools are searching for the ways of improving the means and methods of student's labour training. The school provides students with knowledge and teaches them to constantly replenish and refresh it.

Schoolchildren should be prepared for the perception of actual reality, taught the right notion of inter-dependence of elements of the systems "science - technology - enterprise", "man - enterprise", etc., drawn into the process of active cognition and possible participation in schools of communist labour, inventory movement and in social self-government.

5. Connection of schooling with life and communist construction practise.

School as a part of the society is closely connected with social practice, including economic and production spheres. In conditions of developed socialism it is important to form not only

a definite scope of knowledge and skills but to teach students communist attitudes towards a job at an industrial enterprise. Strengthening of the school's ideological (educational) functions is of great importance in the field of youth's orientation towards active participation in socially useful labour in the national economy.

6. Complex approach to education of students, making them ready for every-day life activities.

As it was stressed at the XXVI CPSU Congress, in the developed socialist society, readiness of the younger generation for work presupposes a complex approach to education, i.e. regarding and processing all its aspects as a dialectical single whole. Only under the conditions of integrity of intellectual, moral and psychological faculties, those practically functioning components of consciousness, can a person reach such a developmental level that his activity and behaviour meet the interests of the developed socialist society. In this connection the attempts at isolated interpretation of some problems of labour training are methodologically erroneous.

Formulated pre-requisites serve as a methodological basis for choosing and implementing general and special scientific methods while investigating the problems of schoolchildrens' labour training. The general scientific methods (modelling, systemic and activity-personality approach, theory of levels, etc.) in combination with pedagogical analysis of pupils' activities, achievements of experienced teachers and child-carers, observations, pedagogical experiments, etc. are widely used when investigating methods of combining the process of education with productive labour and principles of working out a system of labour training at the pupils present stage.

Vital needs of school routing demand greater attention to carrying on applied researches and putting into life the data gotten as soon as possible. Those researches are in optimal correlation with the fundamental investigations. In the process of working out methods of labour training we rest upon detected regularities and principles of the formation of the collective and

the individual child's personality and upon improvement of contents, methods and forms of labour training; we also utilize fundamental scientific results of psycho-phsiological mechanisms of formation of labour skills.

Applied research in its turn provides us with material upon the basis of which we make fundamental conclusions: accumulated experimental data (concerning the requirements to productive labour objects, rate fixing, evaluation, different ways of drawing school-children into social production, etc.), make up the foundation for getting some theoretical conclusions of law-bound use of productive labour with the educational purposes in conditions of developed socialism.

On the basis of Marxist-Leninist methodology of labour training as well as in conformity with the personal inclinations of school-children and social requirements at the present stage we define the following principal investigatory trends up to 1985:

- working out methods for complex solution of the tasks of labour training, education and occupational orientation of school-children on the basis of deepening polytechnical education and combining schooling with productive labour;

- defining the criteria of labour esthetics;

- elaboration of a system of educational work with the pupils in the process of their socially useful, productive labour;

- theoretical grounding in occupational orientation special service as well as of forms and methods of this work at schools;

- improvement of content, forms and methods of pupils' labour training for the national economy meeting the demands of social and scientific and technological progress in conditions of developed socialism;

- determining the ways of development of conscious attitudes towards labour in students;

- working out of an optimal system of correlation between schools, industrial enterprises, state-farms (collective farms), school-production combines and inter-school centres of labour education in order to organize their socially useful, productive labour;

- outlining the psychological and didactical foundations of the lineage of labour training at general secondary schools and specialized training at educational establishments within the framework of an occupational technological education system.

3. Social and pedagogical aspects of enrolment of school-children in the sphere of productive labour.

Labour has become the criterion of the most important moral values in socialist society. The working people in our country are first of all an active, not passive, progressive force. Today the ranks of working class and collective-farm peasantry are filled up by highly educated and professionally skilled people. And what is most important, they are distinguished by permanent social labour activity.

Labour education, the preparation of youth for work in national economy is carried out in a family, at school, at professional-technical educational establishments, at enterprises directly and at secondary specialized and higher educational establishments. However, social and economic significance of labour training at general secondary schools is notably increasing. Not only labour training but also teaching of fundamentals of sciences, extra-curricula studies, socially useful, productive labour during out of class time and other forms are directed to serve this purpose.

About 3 million youths are finishing general secondary school every year. Consequently, when at school pupils should not only get knowledge, acquire skills and know-how, but also should get prepared morally and psychologically for work in the sphere of

national economy, should be brought closer to a definite occupation which they are to master in a short period of time after finishing school. Hence, first, the decisive role in formation of a personality is played by labour training, and second, it should be carried out in close connection with ideological, political and moral education. Third, it is not a purely pedagogical problem, but a complex one, that comprises socio-political, economic, physiological and pedagogical aspects. Aims, content, methods and forms of teaching at school, including labour training, are determined above all, in conformity with political and socio-economic tasks that are being accomplished at a concrete historical stage on the basis of achievements and perspectives of development of science, culture, engineering, technology and industry on the whole.

Schools in our country are not faced with the task of providing every pupil with an occupation. The thing is that labour training and schoolchildren's enrolment in socially useful work should become a regular and indispensable part of general education.

This is not a newly appeared task. The society has always been facing it but it was tackled somewhat one-sidedly. A very important item had not been fully taken into account: industriousness comes to a person above all, through the activity itself which includes elements of productivity and the results of which are evident immediately.

At present, over 2.5 million senior-grade pupils get advance training, including 1.2 million at school-production combines, over 300 thousand - at industrial training centres, over 2 million rural youth learn to operate tractors and other types of agricultural machinery, master fundamentals of agrotechnique, animal-husbandry and cattle-breeding farm mechanization. Widely spread are diverse forms of labour education, gaining experience in school-production teams, schoolchildrens' labour detachments, school forestries, camps of recreation and work, etc. A wide network of well-equipped school work-shops, studies and laboratories has been set up.

Bearing in mind the mentioned orientations in the country studies and researches are conducted which are aimed at establishing a

scientifically grounded system of labour education on the basis of schoolchildrens' participation in socially useful, productive labour, envisaging conscious choice of occupation by school drop-outs.

Great economic and social importance is attached to bringing labour training, socially useful productive work of pupils closer to industrial conditions with the help of school workshops, training centres at enterprises and inter-school production combines.

Sponsor enterprises play an important role in the work of school production combines. They deal with perfecting the material and technical basis of labour training and productivity of school-childrens' work, equipping it with modern machinery, ensuring orders for certain types of produce: providing necessary materials, semi-finished products, etc.; assigning and fixing for every pupil an independent working place at enterprises, particularly during the period of practical training and summer vacations; assigning experienced workers and specialists as instructors to help school-children; they widely practise organization of labour activities and educative measures together with school; they timely prepare working places and provide necessary conditions for school leavers to express their wish to work in the sphere of social production.

Labour training is a creative process resulting in material values and formation of certain moral and psychological aspirations in school-children.

An essential feature of all types of labour training is the activity which gives school-children an opportunity to develop motor-activity and observation power to raise the ability to exert their efforts purposefully and economically and to complete the started activity. These qualities are needed and primarily acquired both during manual operations and work with mechanisms and machinery.

Students display much interest in productive labour; it is linked either with the technological process itself and labour results or with vocational aptitude; concentration of attention on concrete tasks and labour objects; positive emotions and other complex psychological states inherent to the labour process;

permanent striving to master specific skills; satisfaction of need for labour activity; manifestation of conscious perception of significance of labour for the benefit of other people, a collective and society as a whole. However, all this is attained under the pedagogically expedient organization of productive labour and correct choice of its objects.

Judging by experience, objects of students' activity are different. For example, pupils of Moscow school No.67 assemble magnetic latches, component parts for which are supplied by an ordering enterprise, they polish details and magnetize armatures. Eighth and ninth grade pupils perform other types of work: assembling condensers of alternating capacity for the radio-set "Yunost" produced by the sponsor enterprise. Senior-grade pupils are involved in production processes directly at a sponsor enterprise. By the order of the Department of Teaching Aids Industry, Moscow secondary school No. 315 makes a physics device, "Level Demonstrational", and a package for it. Pupils of Lyubertsy (Moscow region) secondary school No. 42 fulfill orders of local enterprises, making brass studs for electrical musical instruments and components for electric stoves.

Study, analysis and generalization of experience of socially useful productive labour organization has enabled us to systematize labour objects and types of work according to their complexity, to arrange them in concord with programmes of labour training, and to consider the abilities of students of different age groups to fulfill industrial orders. Productive labour of students is subdivided into three types depending on content and complexity: making complete sets including packing; assemblying articles of ready details; producing details or finished items.

Collecting complete sets of details is the most unsophisticated type of productive labour accessible for pupils of all age groups. It consists of compiling sets of ready-made items in required combinations and amounts. Gunior-grade pupils' enrolment in such type of work is advisable.

Assembling articles, supplied by the ordering enterprise, is linked with mechanical operations in strict technological succession. Here, middle-grade pupils come across and successfully perform such

operations as adjusting details and fixing ready-made items.

Production of details and simple articles requires definite skill and know-how, as well as some elements of occupational education, which presupposes advance labour training. That is why such type of work is predominantly accessible for senior-grade pupils.

Pedagogical and economic expediency of such a combination of tuition with productive labour in the form of school-production teams has been tested for years.

Studies and generalization of experience made it possible to define the role and place of school-production teams in a general system of labour education, to discover and substantiate the most reasonable forms of productive labour in modern agriculture. Psychological and hygienic principles of pupils' agricultural work have been also investigated. Forms of organizational and economic relations between collective farms (state farms) and school-production teams have been outlined. A system of pedagogical supervision of school-production teams has been established.

Participation of highly qualified specialists of sponsor enterprises in students' instruction at school-production combines, fixing of places at the mentioned enterprises for the period of practical training in conformity with relevant type of training, manufacturing of products according to plans of industrial enterprises in work-shops and laboratories and work in school-productive teams- all this has brought labour education of students closer to the modern sphere of production, has widened participation of labour collectives and experienced workers in it and has made it possible to take advantage of the opportunities of work collectives for implementation of a complex approach to the process of upbringing. Owing precisely to this the wide prospect for fostering the understanding of moral role of labour in man's life are opening.

Personality's scientific needs, the dialectical combination of which forms a need for labour, originate, are outlined, displayed and satisfied in labour activity of students.

The need for labour in its developed form, being the most complicated element in the personality structure, has the following components: psychophysiological and biological needs; cognitive-informational needs; a need for labour independence; personal and social material needs; creative needs; spiritual needs.

Need for labour is first of all a social need and appears as a pivot in the formation of all the other human needs. That is why when fostering such a complicated and integral need in students we take into account social factors of forming a personality on the whole, and also a group of subjective and psychological factors such as motivation, value orientations, self-consciousness and mode of life.

4. Principal clauses of work-oriented education programmes in Soviet schools.

Work is an inseparable part of human life; it is a basis of culture, philosophy, development, renewal, creativity.

At a contemporary stage of social development an important role in labour training of the youths is played by qualitative changes of labour tools, bringing forth complex automation enterprises and modification and updating of technological processes. Changes in establishing an occupational structure of population are now taking place. Besides that there are also changes in relation to manpower resources engaged in material production and the non-productive sphere in the educational standard. The social and class structure of socialist society is undergoing changes. Social and economic, cultural and everyday differences between town and village are being overcome. The character of labour and its organization is also changing.

That is why, with due account of the above-mentioned arguments the main requirement for modern schools is a combination of schooling with social practice, labour and social activity. Consequently, pedagocicaly fundamental principles of school labour training mean the involvement of students in processes of labour beneficial for

the society, people and the future. We come out against non-productive, useless labour.

Defining the content of labour education we also take into consideration such a pedagogical aspect of labour that a man produces not only material values, but creates himself in the process of labour. We also bear in mind natural striving of teenagers for self-determination and independence. Youngsters want to become respected people, needed by a family, friends and society.

Integrity of the ideological-political and labour education is materialized in the fact that, firstly, a person is, by his labour (both physical and mental), to serve people; secondly, he should become an expert in his work in accordance with the vocation and talent which stimulates his activity.

Availing pupils of the opportunity to test themselves (circles, extra-curricular classes, participation in various kinds of labour activities, etc.), we should control this process of self-determination in labour. It is good when students achieve signigicant results in some kind of work, when it captivates and inspires them, when it becomes their soul.

Labour training in every grade is based on skills acquired by pupils at previous stages and is the platform for deepening and broadening labour polytechnical knowledge in senior forms. It helps students to display their inclinations and to approach consciously their future occupation.

Labour training in the process of schooling is directed at solving the following main tasks:

- to combine ideological, political, labour and moral education;
- to foster communist attitudes towards labour; to instill features characteristic of advanced workers of socialist industry: collectivism, socio-labour activeness, labour aesthetics;
- to widen polytechnical outlook of students; to equip them with primary knowledge and skills in the field of processing various materials; to draw them into socially useful productive

labour optimally combining the executive and creative elements of activity;
- to develop students' talents;
- to implement occupational guidance and prepare pupils for labour activity in the sphere of material production.

While organizing labour classes serious attention is attached to problems of increasing effectiveness of pupils' education with due account for peculiarities of different age groups.

We regard "labour education" as a subject with its own programme where labour is supposed to be purposeful activity resulting in material values.

The programme includes stable and dynamic parts. The stable part deals with technology of production, comprising processing of materials (wood-fibres, metals, plastics) by cutting, also assemblying of items, testing and adjusting of complex devices, removing of defects, polishing of articles. The dynamic part deals with variants of training which are chosen by the school with account to specificity of local production and folk trades. This part is an addition to a stable part of the programme.

The main content of the programme is directed at forming knowledge and general labour skills in the course of the students' practical activities.

The dynamic part of the programmes also allows, there being objective conditions at school, organization of work on radioelectronics, automation, testing-and-measuring instruments, internal combustion engines and up-to-date methods of casting. All this makes it possible to establish close successive relations between labour training in eight-year schools, labour education in secondary school and occupational training in secondary professional-technical colleges.

These programmes let technically oriented pupils learn a number of service jobs. Problems of pupils' education are given here in complexity.

The programmes contain elements of productive labour as compulsory components of labour education in eight-year schools.

There is a section titled "Professional consultation" for systematizing information on occupational guidance given to pupils in the course of labour classes.

Great attention is devoted to the expansion of pupils' polytechnical outlook; to fostering a conscious, creative attitude towards labour; to education of labour aesthetics, high moral qualities, respect for people of labour and interest in working professions.

Tasks and targets of labour education with due account of social progress in our country and modern production requirements claimed to youth which are embarking on the path of labour are concretized in programmes, methodical instructions on main principles of putting programme material into practice, norms and criteria of assessing pupils' labour training level.

The primary school programme is the same for urban and rural schools and contains technical and agricultural labour.

Technical labour instruction is chiefly connected with the technology of manual processing of such materials as paper, cardboard, fabrics, wood-fibres and metal. In the course of delivering articles out of above-mentioned materials all teaching-educational tasks are being solved. One may say that fulfillment of school programmes and results of labour classes depends to a great extent on the correct choice of objects of labour, which are recommended for school. The choice is also determined by school demands and regional specifics.

There is an exemplary list of standard articles in the programes; knowledge and skills necessary for their manufacturing, as well as knowledge on general educational subjects useful for practical training are defined; information on several professions is provided. Characteristics of articles strictly correspond to programme themes. A special theme titled "Acquaintance with elements of technology"

is envisaged by the programme for broadening of pupils' polytechnical outlook. Different sets such as "constructor-mechanic", "electro-technician" and the like are used in practical work. In the process of assemblying unsophisticated technical devices and models pupils receive primary notions on technology classification, standard details and means of their inter-connection.

The content of the programme on technical labour is iniform for all schools. Knowledge and skills acquired by pupils in the course of realization of the programme themes are a kind of "labour ABC", which is developing and expanding in the next forms.

Agricultural labour is given in two variants. The first variant is for urban and rural schools having experimental plots about 0.3-0.5 hectares. For such schools vegetable, decorative plant and berry growing are programmed.

The second variant for urban and rural schools devoid of experimental plots. Practical training for indoor plants as well as annual and perennial decorative plant growing is envisaged for greening the school area and adjacent streets. Lessons of agricultural labour are conducted in the form of gradually complicating experiments. Plant growing is done in school premises, hot-houses and in open air.

Agricultural labour content in every grade is divided into three periods: spring, summer and autumn seasons.

The primary school programme includes socially useful labour: help-yourself service, environmental protection, making up school territory, etc.

A system of schoolchildrens' labour training in principle is defined in the IVth-VIIIth form programme, explanations and general methodical instructions concerning labour education, occupational guidance, polytechnical principle, inter-subject relations and productive labour organization are also given.

The practical part of the programme is projected in accordance with a subject-technological system which allows, on the one hand, to orient students' activity at manufacturing of socially and industrially useful objects and to familiarize pupils with the basic principles of modern industrial technology, its arrangement, structural peculiarities and methods of operating various technological mechanisms, on the other. The subject character of students' labour activity in studies and school work-shops has brought us to systematization of labour objects. Their succession has been made in accordance with the increasing complexity of shapes of details and articles. For example, "Technical labour training" programme envisages making flat-surface details and articles with straight and curved outlines by pupils of the IVth form, volumetrical details of prysmatic shape - by pupils of the Vth form, cyllindrical details and articles - by VIth form pupils, details and articles of complex configuration - by VIIth-VIIIth form pupils.

The stable part of the programme consists of "Elements of machinery", "Electrical-technical work" as well as technological aspects of processing wood fibre, metals and plastics in "Technical labour training" programme. The "Technical labour training" programme includes some variants of "Specialized works" (IVth-VIth forms), "Electrotechnical works" in four variants - in the VIIIth form. Besides, the "Technical labour training" programme includes two additional parts (internal-combustion engine and modern methods of casting).

Inter-subject correlation is determined in all parts of the programmes by the courses of physics, chemistry, mathematics, technical drawing, fine arts, nature science, botany and biology.

The structure of presenting technology has been revised (technological machines, technical devices made by pupils). The structure of learning technical objects is the following: principles of machine operation, its similarity with and distinction from other types of machines or technical devices, structural peculiarities and means of control. For example, according to "Technical labour training"

programme the VIIIth form pupils are to study to operate a milling machine, familiarize themselves with the principles of its work and find out its similarity with the turning machine they became acquainted with in the previous form. They also get to know specific features of milling machine structure and its work, as well as to learn to operate it.

Technological content is presented in the following order: scientific regularities, which are the basis of this or that industrial process, the fundamentals of general production technology and special technology. Systematized and specified material on elements of graphics which is given in an increasing complexity of order, starting with reading and performing technical drawings of a straightly outlined flat surface detail (the IVth form) and finishing with reading assembly drawings of manufactured articles and drafting its details in three projections (VIIIth form) serves for widening pupils' polytechnical outlook.

A new theme "Productive labour" has been introduced in the VIIth form with the purpose of practically acquainting pupils with social production, their involvement into socially useful labour and teaching them some aspects of economy.

Programmes of the IXth-Xth forms are directed at active enrolment of students into socially useful, productive labour connected with articles-making. The duration ration for theory and for practical work is 1 to 5.

Polytechnical orientation of education is realized both in theoretical and practical work, in the process of interconnected learning techniques and technology, organization and economy of modern industry, formation of skills for dealing with typical labour instruments, involvement of students in socially useful and productive labour and entry into the process of creative technical activity.

General labour and technical training, specialized polytechnical training are introduced as separate parts of the programme. General for all programmes themes are included into the contents of labour training. They are: "Information on socialist industry",

"Fundamentals of economy and structure of socialist production", "Environmental protection", "Scientific and technological progress and perspectives for industrial development (on the example of corresponding branch of industry)".

General technical education relies on specific features of industry embracing such themes as material production science, technical documentation, measuring technology, etc.

Special training in the IXth-Xth forms is directed at forming initial labour skills of a chosen occupation; it is indispensable for pupils' involvement into productive labour.

Great attention is paid to labour protection of pupils, to learning of and sticking to industrial safety provisions, fire-prevention measures and labour hygiene. Such material is included into each programme. Besides, additional instruction of safety provision is taking place before practical work, productive labour and excursions.

Themes on economy and organization of related branches of industry are extended.

Occupational guidance is enhanced in the process of labour training, excursions and practical work at industrial enterprises (pupils' familiarization with different occupations, methods of mastering them and inservice training and local needs in manpower, etc.)

Much attention is given to realization of principles of succession and inter-connection between schooling and practical work. Knowledge and skills acquired by students during the process of labour training in the IVth-VIIIth forms are taken into consideration: theory is introduced to pupils either in advance or simultaneously with practical work, but special information is given at introductory instruction right before corresponding practical activity; inter-subject connections are reflected at the end of the main themes denoting sections of mathematics, physics, chemistry, social science and other general subjects which reveal the theoretical basis of science understudy and are used when principles of operating machines and mechanisms or technological processes are explained.

Graphical drawing training takes more time in all programmes. In th IXth form a new subject is introduced, that is "Reading technical documentation" which includes general system of engineering documentation, unified system of technological documentation, reading and executing technical drawings and schemes. Besides this, in the process of practical training and productive labour students acquire skills of working with a drawing, scheme or draft. On the basis of technical documentation pupils are taught to define the requirements for the final results of a definite operation, choose the appropriate tools, devices and find out the optimal ways of making an article.

The students actually participate in inventory and designing activity during their practical studies and productive labour during after-class time.

Occupational training and productive labour of students have had great educative effect on them. In practical activities of pupils' teams main qualities of a socialist worker are formed such as collectivism, social-labour activity and high cultural standards (discipline, organization and planning of labour activity, labour process and its final results control).

Occupational training of the IXth-Xth (XIth) forms in rural areas consists of five main principles, taking into account the succession of teaching general subjects and agricultural types of labour at the IVth-VIIIth forms; tractor operation, harvesting combines and other agricultural machines; basic knowledge of fruit-growing, forestry and agricultural chemistry.

5. Education and employment of school-leavers in the USSR.

In the socialist society the system of education is based on active methods, which grant the estimation of a personality developmental perspectives with the account of potentials, inclinations, psychological, physiological and other features of a person, his intellectual development, etc.

Vocational training of the youth is closely connected with occupational guidance. On the one hand, it serves to reveal abilities for a definite type of activity, on the other - for directing them to further development. The successful solution of both these problems has great social and economic importance. Occupational guidance promotes optimal manpower reproduction and is the foundation for the free choice of an occupation (free here means conformity with a person's wishes, capabilities, talents when there is a demand for a certain type of labour). Occupational guidance and selection decrease possible mistakes of a job choice, diminish fluctuation of manpower, provide the youth with an effective labour joining process and reveals their capabilities.

The right notion of a future occupation is the main source of its conscious choice. With the lack of direct occupational intentions moulding, the school-leavers get superficial, onesided or even false ideas of a speciality included in the choice and this evidently makes for a slower and more complicated process of occupational self-determination and not infrequently to its accidental choice. Not all girls and boys are aware of their wishes after finishing school and on coming to an industrial enterprise. Proper choice of future occupation depends not only on knowledge of its sphere, the contents and conditions of labour, perspective for the improvement, but on the individual's capacity for estimation of his subjective possibilities in a given sphere, i.e. on the ability to define the presence and degree of development of those individual and psychological features necessary for mastering in the given activity.

Nowadays, the youth composes more than a half of the USSR working class and so far is the main (to be more precise, the single) source of manpower reinforcement of national economy. They are being involved in social production after finishing secondary educational establishments. It should be taken into consideration that the development of general secondary, vocational and technical, secondary specialized and higher education in day-time educational establishments to be admitted into which one should leave an enterprise, presupposes later involvement of the young generation into social production.

The youth are the most stable source of manpower reinforcement resources. They not only replace leavers of the production system but provide for natural growth of manpower. Meanwhile, stable trends are being marked as to the reducing of a natural increase of manpower. The needs for qualified workers has been growing, but absolute quantity of the youth is lower. Accordingly, the ratio of youth to the number of working population is also being reduced. That is why it is necessary to plan and regulate employment of the youth leaving secondary schools.

The social and economic importance of occupational guidance has been growing in our society and the goal is set to convert it into a single and well-arranged state system with reliable provision for broad and systematic sociological information. Such a system should assist the youngsters in conscious choice of an occupation in accordance with their inclinations, capabilities and needs of the society.

Occupational guidance is first of all a thorough educational activity directed at all-round development of a student's personality, at his vocational training and at conscious choice of an occupation. It is this side of polytechnical education and labour training through which the school assists its pupils with conscious self-determination in the labour sphere and forms their readiness to choose an occupation. Occupational guidance is viewed in our society as a component part of communist education, but the choosing of an occupation by school-leavers - as a result of long-term educational work at school. The life position of a personality itself should be activated when choosing an occupation. Pupils should learn socially important motives; self-cognition and self-education are to be taken into account; professionally meaningful features should be studied and improved.

The following is the content of occupational guidance: from the social point of view students should perceive labour as a public and individual need of life; to get the knowledge of various types of labour and more popular occupations in different branches of the national economy of the country; to systematical study of individual

pupils' features important for a future speciality and to improve them purposefully; to guide pupils as to their further education or in choosing an occupation and employment.

Schools by now have accumulated experience in the field of vocational training. Great changes have been observed both in the attitude of the teaching staff to this problem and in the content of this problem itself. Occupational guidance has taken a firm position in school life activity.

The problem of perspectives in the development of an employment system is an important one. The article 40 of the USSR Constitution considers this problem as a guarantee to the implementation of the most important right of the Soviet citizen - the right to work. One of the first tasks is to take care of improvement of job placement of the youth, removal of shortcomings in their occupational guidance and adaptation.

According to article 7 of the USSR Constitution the Young Communist League as well as other public organizations has the right "in managing state and public affairs, and in deciding political, economic and social and cultural matters." (10)

The policy of social confidence in the youth is clearly expressed in wide nomination of its representatives to positions of authority. There were 16.4% in 1967, 28.2% in 1973 and 32.3% in 1977 of young (up to 30 years of age) deputies in the Local Soviets. Today 55 thousand young people participate in the activities of the Local Soviet Executive Committees, out of them 27 thousand are members of the Young Communist League. 1,464 young deputies have been elected to the Supreme Soviet of the union and autonomous republics; 279 or approximately 20% of young deputies are now in th USSR Supreme Soviet. (11)

A similar situation is now in fraternal republics. It is of interest to mark dynamics of growth of young representativeness in the Soviets of Labour-Agricultural Co-operatives' economy and Directive Soviets state economies of Bulgaria. 434 young girls and boys participated in them in 1967 and more than 2,000 in 1971. (12)

Labour activity of our youth is characteristic of their mode of life; they patronize the most important national economic projects, initiate innovations in industry, participate in inventory movement.

The Komsomol members and the youth of our country have organized 23 thousand social design and technology bureaus, 70 thousand public bureaus of technical information, 220 thousand creative complex teams and 27 thousand young inventors' schools.

The system of continuous education is becoming a means of development of the abilities for labour. It has become clear that creative development of a person cannot be considered as two separate stages - teaching and working. The process of knowledge accumulation is not finished by acquiring specialized education; it should continue during the whole labour life and be combined with the job in one's speciality. Renovation of knowledge is taking place every 5-10 years especially now in fast-growing branches of national economy. Under the scientific and technological revolution acquisition of knowledge means not only getting new information in the process of education but its constant replenishment, improvement of the ability to implement it both in practical activity and in getting further information.

Actual measures should be worked out to stimulate a worker to get education. To this purpose, for every group of occupations, a long-term perspective is being drafted for successive attainment of the higher level of mastering, which guarantees further occupational advancement and raising welfare standards. Such experience is widely spread at some industrial enterprises in Leningrad, where a simultaneous system of raising general education and occupational levels of the working youths is worked out, all the necessary conditions have been made for a young worker to raise his qualifications standard and salary within a year of his being a worker.

The system of continuous education directly influences the increase of labour productivity and is of great social importance for it provides a worker with development and perfection of his various capacities; it reveals and activates his spiritual potentials.

Growth of the number of reformers and inventors speak for itself: 2,935,000 - 1965; 3,659,000 - 1970; 4,336,000 - 1975. Cultural and technical standards of a worker are being raised and represent one of the effective means of tackling social and moral problems, which is to produce intellectual reserves.

At present stage of the development of the socialist material production, social and economic progress is more and more determined by "human capital", by development and improvement of capacities, talents of a person, his qualification and creative thinking. All of this demands the so-called direct "investments into a human being". And surely this is a reasonable investment for spiritual development of the personality at the stage of developed socialism became the most important factor of labour efficiency growth that absolutely coincides with Marx's brilliant forecast that the all-round education of a man will become "a condition of all-round development of productive forces."

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